

CHRISTIAN EDUCATION MAGAZINE

SEPTEMBER-OCTOBER 1941



REGIONAL STUDENT CONFERENCE, BAKER UNIVERSITY, BALDWIN,
KANSAS, JUNE, 1941

Three Other Such Conferences Were Featured in the Summer
Program of the Methodist Student Movement

*Campus Leadership and Christian
Re-Construction*

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CHRISTIAN EDUCATION MAGAZINE

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Number 5

What Is the Methodist Student Movement?

Briefly stated, The Methodist Student Movement is The Methodist Church at work on the college campus. It functions through an organization, local, state, regional, and national, of Methodist students in American colleges, designed to deepen the students' own religious experiences, make their religious concepts more intelligent, broaden their sense of social responsibility, and train them in both the theory and practice of more effective service in and through their church and in the attitude and art of larger and wider co-operation with other religious groups.

The Methodist Student Movement, administered and partially supported by the Department of Student Work in the Division of Educational Institutions, is one of the most rapidly growing phases of the Board's extensive program. Beginning slightly more than a quarter of a century ago with the specific purpose of taking the ministry of the church to the student on the campus through a specialized but church-related program adapted to the needs, interests, and capacities of college students, the Movement still gives prominence to that initial purpose and is in operation today through more than two hundred local units. With proper adaptations it is equally effective on tax-supported, independent, and church-related campuses. Local organizations are simple and flexible and local programs embrace a variety of emphases stimulating to college intellects and consciences and include numerous activities designed to enlist student participation.

Twenty-five state and sub-regional organizations bring together Methodist students from all types of institutions in annual retreats and conferences and in representative council meetings. Such organizations provide inspiration and opportunity for the pooling of resources and ideas. More important still, they give point in every way to the ancient verity "in union there is strength."

Four annual regional conferences jointly planned and administered by students, staff members, and other adult leaders of college youth, a national Methodist Student Council organization which meets annually and a quadrennial national Methodist Student Conference, project on proportionately larger scales the values of the state and local organizations and programs.

Four years ago, even prior to unification, a national gathering of Methodist students was held in St. Louis. This year another such conference is scheduled.

The dates, December 29, 1941, to January 2, 1942
The place, University of Illinois, Urbana, Ill.

B. M. M.

Civilization Betrayed by Science?

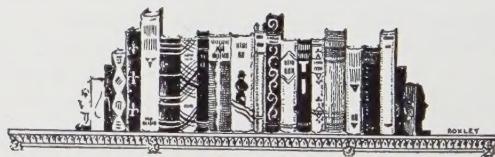
Under the heading, "Science and the Moral Order," a recent report of one of the great foundations laments the fact that science has come into disrepute and is sometimes referred to as "a degraded science that shirks spiritual issues and hypnotizes its victims with millions of gadgets." Some claim that science like a ruthless monster has turned upon its supposed masters and is fiendishly exploiting them to its own cruel ends.

The plain truth is that science, per se, is neither moral nor immoral; it is unmoral, an impersonal tool subject to the purposes or whims of its user.

Civilization has not been betrayed by science; it is more accurate to say that civilization has suffered at the hands of men who possess certain secrets of science and who are unprincipled and pagan in their purposes and methods.

Science can and will become an invaluable servant of mankind, in proportion as the attitudes and methods of men become Christian. We must Christianize science by making the lives of its users Christian and a most potent force to that end is Christian education. Truly "Civilization is a race between Christian education and chaos."

B. M. M.



We Methodists and Our Students

HERMAN N. BEIMFOHR *

Why get excited about our students? Aren't they just like other people?

One reason we get excited about them and should consider them to be of importance is that they are the result of a severe process of natural selection. About one million students graduate from high school each year. Nearly one-third of these enter college. Of the more than 300,000 who enter college, more than 100,000, or one-third, leave during or at the end of their freshman year, and another 50,000 fall by the wayside before graduation. Thus, only one-half of those who enter college graduate. The college student, therefore, goes through a process of "refining" and "reduction."

This comparatively small group contains the leaders of tomorrow.

* Director of Wesley Foundations, Southern California-Arizona Conference.

They are to be the people of power and influence in our communities. They will be the leading business men, teachers, politicians, housewives, and professional people. There is no need to guess and foretell events, we know who the leaders are to be.

This fact not only concerns the general leadership positions of the future, but is especially significant for the Church since its future ministers, missionaries, and laymen are in this group. If the effectiveness of the Church depends upon the quality of its ministerial and lay leadership, then the student group is the most important group in the Church. The leaders of the Church of tomorrow are students on the campuses today.

Then too, the students are important to the life of the Church since the campus is the greatest missionary opportunity of today. This year of 1941 there are 8,566 students from 98 countries abroad studying in 636 colleges and universities in the United States. We did not select them, they selected us. They met the academic requirements and they possess ambition. We do not need to pay passages across thousands of miles of ocean to reach them, they are at our doors. Many



WESLEY FOUNDATION GROUP AT MASSACHUSETTS STATE COLLEGE (AMHERST, MASS.)
IN AN INFORMAL MEETING IN A PROFESSOR'S HOME.

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IN CONVERSATION WITH MISS CORA B. SIMPSON, A RETURNED MISSIONARY, A GROUP OF JENNINGS SEMINARY (AURORA, ILL.) GIRLS GET A REALISTIC SLANT ON MISSIONS.

of them are not now Christians. What is their impression of Christianity? Will they desire to join the Christian fellowship? Will they be "Ambassadors of Good Will" when they return to their native lands? The answer we can honestly give to these questions is decisive and far-reaching.

The students, especially the Methodist preference students, on our campuses today are unquestionably the most significant group of people for the future of The Methodist Church.

How are we Methodists striving to meet the religious needs of our students? (I understand the scope of this article to cover this question in broad policy and strategy rather than in specific details which might be of interest only to professional student workers.)

The Methodist Church is striving to meet student needs by the policy of following the students to both its own colleges and to the tax-supported and independent colleges and universities. The Methodist student regardless of the college he attends is eligible to become a part of the Methodist Student Movement. The approach of a Methodist college will

differ from that of the Wesley Foundation at a state school but the general objectives are identical. More attention than we are now giving needs to be given the Methodist youth who attend colleges of other denominations. The policy should remain the same although the technique may differ—"the Church should follow its students."

Our Church through its student movement believes in training for churchmanship. The policy at state and independent colleges and universities is to select a church near the campus as "the Church of the Wesley Foundation." The Wesley Foundation is not a department of the local church, but works through the local church so that students will experience the fellowship of the church and be able to receive training in leadership. This local church should not be a "model" church which implies that it is a small imitation of the real thing, but a genuine Christian fellowship and workshop. We are not concerned with "capturing" the students for the Church, but in having them share in the total life of a live, loyal and meaningful organization. The students are as much a part of "the Church" as any group within the life of the Church. They should be considered as such in practice as well as in theory. To train students in churchmanship necessitates meaningful experience through participation in church life during college days.

Then too, we believe that the work with students should be student-centered. Through the Student Council in each local situation the program is created and administered. The adult leadership bears the relationship of guide and counselor to the students and the program. The organizational outreach from the local unit through the state to the national organization is democratic

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and is an integral part of the Methodist Youth Fellowship, the general youth movement in our Church.

Another general policy to meet more adequately the needs of our students is the training of both student and adult leaders. To accomplish this end four Regional Methodist Student Leadership Training Conferences were held each summer for the past two years. To these conferences have come students, the members of Student Councils, Directors of Wesley Foundations, University Pastors, Professors, Secretaries of Student Work in the Woman's Society of Christian Service and other adult leaders. Then too, courses in effective leadership for Christian student work were held this past summer at Garrett Biblical Institute and the Junaluska School of Religion affiliated with Duke University.

In addition, the Methodists believe in and practice interdenominational and interfaith co-operation. Each local unit in the Methodist Student Movement is urged to co-operate in existing interdenominational and interfaith organizations at the campus and if none exists to help in starting such co-operation. In student work nothing should be done separately which can be done together. The call for co-operation between religious groups, especially Christian groups, is urgent. This particular moment in human history calls for a maximum of religious insight, planning and resource in order to give adequate guidance to a distraught world.

Furthermore, the entire campus community should be envisioned as the unit by and through which student needs can be met. To look in from the outside is one thing; to have "entrée" is quite another. Too often our student work is "extra-curricular" and not indigenous. Ob-

viously, the degree to which our program can be "natural" to the campus will depend upon the college as well as upon our work, but our long-term objective should be to see the campus community as a whole and relate our work to it in the most effective manner possible. We should, for example, have the confidence and co-operation of the administration and faculty as well as the students. If the curriculum can be defined as the experience of the learner under the guidance of a leader toward specific objectives, then we are concerned with the curriculum. So-called extra-curricular activities then become "curricular" and the living conditions and the week-end treks are as much in our purview as what happens on the campus. Whether we are at or on the campus physically we should be on the "in" of the campus psychologically.

A new policy of co-operation in student work is just now developing within our Church with the student secretaries of the Women's Society of Christian Service. These secretaries in local churches, districts, and conferences under a national secretary will help the local church to understand the student and help interpret the Church to the student. Names and addresses of students attending college will be channeled to the Methodist student workers at the campuses. In addition, they will furnish directions and materials on the World Christian Community to the students at the campuses and aid will be given in contacting candidates for Christian service at home and abroad.

In order that these broad policies may be fully realized it will be necessary that "We Methodists" do certain very specific things.

First, we will need to develop the job of the Church Worker among students as a profession in itself. It

must set requirements as high as those set by academic groups. The workers must achieve a status comparable to that held by professors. In order to accomplish this the attitude and action of the Church will need to be improved.

Second, the student work should be more adequately financed. Budgets and income must be increased and the work expanded to new centers, especially to the teachers colleges. Existing units must be strengthened and more adequately staffed. If all the future enterprises of the Church wait upon leaders and these leaders are the students of today then our duty is clear.

As go the students of today so will go The Methodist Church of the immediate tomorrow. No movement or institution can rise any higher than its leadership. The most important task of our Church, therefore, is its work with its students. The Methodist Student Movement must no longer be treated as "poor relations"; it must be given the place it merits.

Thomas Returns to Emory Theological School

Doctor Lavens M. Thomas II, who has been away on sick leave since the summer of 1938, will return as a member of the faculty of the Candler School of Theology at Emory University in the fall of 1941-'42, it has been announced.

Doctor Thomas, according to present plans, will resume his regular post as head of the Department of Religious Education, while Doctor Henry M. Johnson, who has been in charge of this work for the past two years, will be assigned other teaching duties and will continue as a regular member of the Emory faculty.

When College Merger Is Proposed

What happens when there is a proposed merger of colleges? Immediately the local Chamber of Commerce gets busy. Obviously it hurts business in the average small community if an institution which brings a hundred thousand dollars' worth of business or more a year is removed. The coal dealer, the butcher, the grocer, the druggist, the dealer in men's clothing, the movie operator, all get excited at the fear of what is going to happen to their business enterprises. Those operating rooming houses get panicky at the thought of rooms no longer occupied. What is to be done in the light of the pressure that comes from these groups? Usually they have their way, which means the commercial interests of business men take precedence over the interests of the Kingdom of God.

Then there is the faculty and administrative staff with its pressure. What are they to do for a livelihood? As if the function of the Christian college is to supply positions to men and women who want to teach! Next comes the alumni association. "Are we going to be left orphans?" they ask with tears in their voices. The trustees are buried under letters from former students, demanding that "old siwash" be kept from the grave. Business men on the board of trustees cannot favor merger because the buildings cannot be moved nor can they, as a rule, be sold. This means loss of much property.—*William L. Young, Park College, in Presbyterian.*

President Walter Patten, of Louisburg College (Louisburg, N. C.), has launched a movement to retire the bonded indebtedness of the college, amounting to \$21,000.

The Methodist Student Movement

Does the Methodist Student Movement Train for the Local Church?

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H. D. BOLLINGER *



There is a prevailing heresy that is abroad in the new Methodist Church. It is to the effect that the college student is not being related to the church. Is this statement true? Is it a half-truth?

Let us face the issue by asking, What is The Methodist Church? It is that part of Christendom expressing the will of God through Christ by way of the influence of the Wesleyan revival. Methodism's institutional and agency expressions in this modern day are many. They are local churches, conferences, hospitals, colleges, Wesley Foundations, boards, and missionary enterprises.

The local church is a highly important aspect of Methodism. In fact, it may be referred to as the backbone of our church. However, *there are other functions of the church that are not the local church.* They strengthen the local church and the local church sustains them. Methodism's strength is in its connectionalism and *the local church and the other agencies of Methodism working together constitute its power.*

Those who indulge in the heresy that college students are not being related to the church are frequently persons who think of the church merely as the local church. Important as it is to the total life of the church, is this all that there is to the

church? Is a person who is a missionary not in the church because he is not serving a local church? Is a board secretary, an editor, a college president or a person who is ministering to the religious life of students not in the church because they are not serving local churches?

The importance of what we are trying to say is that The Methodist Church is ministering to the religious life of its college students through two important arms of the church—Wesley Foundations, at state and independent colleges and universities, and through our own Methodist colleges and universities.

It should be kept clearly in mind that Methodist colleges and Wesley Foundations are the church just the same as the local church is the church. A student who is active in the religious life of a Methodist college or a Wesley Foundation is *active in the church* and in practically all instances, what he is doing in religious life of the campus constitutes the best possible training he can get for work in the local church.

There is another heresy, often used in connection with the heresy that college students are not being related to the church. It is the heresy that "college students are no different from other young people." This is a heresy that exists in a half-truth, as so many heresies do. It is true that college students are no different from other young peo-

* Secretary, Department of The Methodist Student Movement, Board of Education.

ple if only their background is considered. But he who faces the whole truth knows that college life does something to young people, and that college men and women are conditioned and made different during the four critical years of the college experience.

Reasons for Specialized Ministry to Students

One other question should be faced. It arises frequently, as follows. Why should college students be singled out for a specialized ministry? Are they any better than other young people? Are their needs different from other young people? Why pay so much attention to them?

Most of the young people of our church never get to college. The great mass of young people are not in college. Most of the youth of Methodism are not in college and never will be. However, the comparative few who go to college, university and seminary, represent the actual leadership of the church. Methodism, born in a university, demands an educated leadership. Is this group singled out for a specialized ministry in the belief that college students are better than other young people? Not at all.

Young people who go to college represent a typical cross section of the youth life of our church. However, they do not remain in that typical cross section. Their ideas are changed and molded. Their fund of information is enlarged and their potential capacity for leadership is intensified. The pressure of the social life of the campus, the increasing tempo of student life, the fast changing mental attitudes, the away-from-home-ness, the breaking away from conventional standards, new and vastly different residential situations—all these, and many more, are rea-

sons why the church must adapt itself to meet the needs of the specialized four years of experience while young people are in college.

Is it wise for the church to guarantee to our youth a specialized ministry of religion through the Methodist Student Movement while these young people are in college? The answer is, "Yes," if the church is protecting her future in an age that demands trained leadership. The answer is "Yes" as long as the church demands that practically all of her ministerial and missionary leadership shall be college graduates.

It now becomes necessary to face the question as to what extent the Methodist Student Movement, as represented in our Wesley Foundations and Methodist colleges, is training college men and women for leadership in the local church.

In 1924 there was held in Evanston, Ill., a conference in which youth of three Methodisms participated. If ever there were speeches of criticism about the church and against the church, they were made in that conference. Adult workers who remember visiting campuses about that time will call to mind that in discussion groups the church was scarcely mentioned unless it was to criticize it or object to it.

It is significant that the Methodist Student Movement began to make itself felt in the years following 1924 in the three Methodisms that were destined to be united by 1940.

What is the attitude of college students toward the church today? Anyone who travels among college students knows that it has changed. In very few instances the attitude is hostile. In most instances it is friendly, and in not a few instances college men and women are turning to the church with a warmth, loyalty and devotion that has not been equaled for many generations.

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Methodist Student Movement Draws Students to the Church

This is in no small part due to the growing consciousness of Christian group effort in Methodist colleges and Wesley Foundations. Such a consciousness of loyalty to the church is rooted in the fact that the Methodist Student Movement is originated in a local church and has developed around the local church. The first Wesley Foundation of Methodism was established in a local church, by Dr. James C. Baker (now bishop) in Urbana, Ill., in 1913.

In the twenty-seven years since that date, 110 Wesley Foundations have been established at state and independent colleges and universities throughout the nation on the basic principle that *the locus of activities of a Wesley Foundation shall, as nearly as possible, be in the Methodist church located nearest the campus.*

It should be noted that a Wesley Foundation is more than an organized youth department of the local Methodist church nearest the campus. It is an educational institution of the general church, with an organized program of religious activities, teaching and service, designed to furnish a specialized ministry for the social and religious needs of students. Most Wesley Foundations are incorporated educational organizations that channel the most important aspect of their ministry through the local church.

In addition, our Methodist colleges are more and more stressing the training for leadership in the local church. Space in this article does not permit the documentation of that statement. However, attention could be directed to curricular emphasis, local church leadership (near the campus), development of campus-church Relations Commit-

tees, leadership training—and many other factors of emphasis in Methodist colleges, designed for training in local church leadership.

Facing the Question

Is the Methodist Student Movement training college students for leadership in the local church? The burden of proof is upon those who say it is not. There has been no noticeable turning away from the church on the part of students who have been active in the Methodist Student Movement. On the contrary, facts can be marshaled to show that students of the Methodist Student Movement are more and more pouring their leadership into the channels of the local church.

We conclude by quoting from an article by the late Dr. W. M. Alexander, in the *Adult Student* for December, 1940:

"(1) In a survey made from the Nashville office of the former General Board of Christian Education about five years ago, it was found, according to the pastors serving churches in the states covered by the study, that about 70 per cent of church youth who attended our own colleges returned to their own or other local communities to participate actively in the regular church program. In the same study it was found that less than 45 per cent of our youth who went from the homes of our church families to nonchurch institutions returned to participate actively in the work of their home churches. (2) An unusually thorough, nation-wide, denominational college survey touching this same general point carries this comment: 'We believe the influence of religion is more perfectly present in the institutions (colleges) of our denomination than in our local churches, and that these institutions are furnishing our youth with much

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richer Christian influence and ampler Christian instruction than they received prior to entering these schools."

[Permission has been granted from the *Adult Student*, December, 1940, to quote from Dr. Alexander's article. The quotation which he makes is from *Christian Education*, November, 1931, pp. 104, 105. Published by the Council of Church Boards of Education. Used by permission.]

Annual college Visitation Day for high school seniors was observed at Iowa Wesleyan College (Mt. Pleasant, Ia.), April 18. A luncheon and panel discussion on "Peace for their Time" were program features.

Lon Morris College Abandons Football

Joining a sizable group of colleges that have taken similar action in recent years Lon Morris College, Jacksonville, Texas, announced early in the summer that effective this fall it would discontinue inter-collegiate football. President Cecil E. Peebles stated that this sport for a number of years had been costing the Institution \$6,000 annually.

Answering arguments as to the necessity of maintaining a football team for advertising purposes, President Peebles reported that advance reservations in August indicated Lon Morris will have the best enrollment in 1941-'42 that it has enjoyed for six years.



Impressive Commencement at Dickinson College—Methodist clergymen who played prominent roles in Dickinson College's 168th commencement exercises are pictured above from left to right:

DR. J. LUTHER NEFF, pastor of the Wesley Methodist Church, Chevy Chase, Washington, D. C., who received the honorary degree of doctor of divinity; BISHOP ADNA WRIGHT LEONARD of Washington, D. C., who was elected a member of the Dickinson College Board of Trustees; DR. ALEXANDER K. SMITH, pastor of the St. James Methodist Church, Philadelphia, who was awarded the honorary degree of doctor of divinity; and DR. FRED PIERCE CORSON, president of Dickinson College, who awarded honorary degrees in addition to the above to Dr. Hu Shih, Chinese Ambassador to the United States; Robert H. Montgomery, prominent New York attorney and accountant and son of Thomas Montgomery, a Methodist clergyman who graduated from Dickinson in 1851; Congressman Robert F. Rich (Republican—Pennsylvania); Charles Swope, president of West Chester State Teachers College; and Dr. Curvin H. Gingrich, professor at Carleton College and editor of *Popular Astronomy*.

Religion in Education

D. S. JEFFERS *

A calm summer haze prevailed on the shores of Hayden Lake in northern Idaho one morning recently. In a log cabin a group of men were listening to the early news broadcast. Two items of the news attracted their attention: Chiang Kai-shek's life and Stalin's great power. Kai-shek was born of coolie parents in China; Stalin as a young revolutionary saw something of the American way of life while living for a time on the Atlantic seaboard. One of the listeners expressed, probably, what was on the mind of all: "That's something to make one think." Both are educated men. Their position and influence need not be debated. For one religion is a real part of life; for the other even the suggestion of religion is anathema. The above is neither written as an argument nor put forward as "exhibits A and B." Please start thinking about "religion in education" with the lives of those two men as a point of departure.

So that we may have a common understanding, let us agree, for the moment, that education means the four-year academic schedule of the average college youth in the United States. Our use of the word religion will imply the generally accepted meaning that prevails among the Protestant faiths in this generation.

Many reasons have been given for getting an education; self preservation, a better job, larger life, preparation for service, almost ad infinitum. Whatever your motive or end may be, may we agree that educa-



tion should sharpen the understanding and appreciation of life as we live it day by day. What education "gets you" is another matter. May we say, then, it is a tool we may not use or may use in a multitude of situations and throughout life.

Dexterity in the use of the educational tool may be acquired and developed with or without any serious thought being given to the end result. There are educated criminals, and among the ne'er-do-wells are found college graduates. The philosophy of life, or lack of it, of the individual is the key to most if not all of the values that flow from the use of the educational tool.

High moral standards, an ethical life philosophy, a good-neighbor policy may be sufficient for the day. History records they do not suffice for the strain and stress of the sharp conflicts of ideals. The tragic periods of life mean wreckage of individuals and nations unless real religion rules. Look about you! Christ talked of living, of ways of doing the everyday task, of meeting the chance stranger, and of fellowship with friends. The rules of life! Yes, others before him taught some of the same ideas. But no one put daily living with one's fellows on the same level as he did. He summed it up in a few words about a straight

* Dean, School of Forestry, University of Idaho, Moscow, Idaho.

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way and a narrow path and the power to find it. Those statements are true in a science laboratory and at the crossroads of life. But whoever put it as Christ did?

A 50-passenger plane operating at 400 miles per hour as a unit of our transportation system has come to be accepted in our American way of life. But tons of bombs dropped from a plane as it roars over the heads of human beings hiding like wild animals in a hole are not making our life better. Intimate and detailed knowledge of many physical laws goes into the construction and operation of both planes. The end results are as far apart as the poles. The rules of finance when understood and followed result in piled-up wealth. Whether human values are reckoned in the accounting depends upon religion.

The educated and uneducated, the religious and irreligious live under the same fundamental laws. Two and two make four, whoever you are. Education sharpens your understanding of the rules, and life should mean more because of your education. A narrowed way and a straight path in any field of endeavor imply discipline and sacrifice for those who follow it. If that schedule of straight paths and narrow ways with its discipline and sacrifice is shot through with the motive of highest good to mankind, then living enriched by education becomes an experience full of joy. If not, living is a grind of self-aggrandizement, the reward is an empty bubble, education has become something to be bought and sold, religion has been excluded, and the baccalaureate degree marks the resumption of the fight for existence which has been

partially postponed for a period of four years.

The performance of certain sacraments, the routine of attending meetings, a name on the roll of church members is not religion. The educated man needs a motive for living that risks all on the reality of God and his mastery over the individual life. Thus prepared he answers the challenge to chart the shoals on the straight path for his fellows whom he serves.

Frequently there comes to my desk an envelope bearing the mailing frank of the Canadian Government and the four letters, "O.H.M.S." Literally around the world any mail bearing those four small letters is carried postage free, for they mean On His Majesty's Service.

Life's like that when there is religion in education—living is service for the King.

Nebraska Wesleyan Receives Gifts

Three recent bequests and gifts to Nebraska Wesleyan College (Lincoln, Neb.), will enrich the endowment fund by \$10,000, and will transfer the volumes from two private libraries to the institution's library building.

Through the will of the late Charles E. Stout comes the money gift; and the libraries will remind 1941 students of alumni of other years—the late Eugene T. Stromberg and the late Dr. Wayne J. Atwell, of Buffalo, New York.

More than \$100,000 has been raised in the Parker Recognition Fund for endowing a Chair of Christian Doctrine at Candler School of Theology (Emory University, Ga.).

Some Genuine Needs Served by Methodist Student Movement

ROBERT RAYMOND SANKS *

What are the genuine needs the Methodist Student Movement serves? But first, for readers not acquainted with the Movement—what is it? Then, what needs does it really serve?

The Board of Education of The Methodist Church has organized a Methodist Student Movement which, although it receives aid and advice from the Central Office, is truly a Movement that is centered about the student. The student is consulted continuously in the setting up of the program of this Movement. Now the Movement, though still growing, has been organized in some twenty-



four states or regional areas throughout the country. This Movement is an arm of the church which reaches into a field of work that has long been neglected by the church.

The first need I shall mention this Movement serves is *the need for an articulate expression for youth*. Due to the fact that the program is student built, and then guided by men who are well acquainted with the student's mind, students working in this Movement are urged to be creative in their program and course of

* Student, De Pauw University, Greencastle, Ind.; Past-President, Indiana-Illinois Region, Methodist Student Movement.



WESLEY FOUNDATION GROUP, UNIVERSITY OF TENNESSEE JUNIOR COLLEGE, MARTIN, TENN., ASSEMBLED IN A REGULAR WEEKLY MEETING. MEMBERSHIP, 55; PASTOR-DIRECTOR, REV. W. E. MISCHKE; FACULTY ADVISOR, PROF. J. E. McMAHON; STUDENT PRESIDENT, MARK WILKINSON.

action. Through this Movement students are brought together in groups where they can air their views, and then join in speaking to the church as a body of churchmen whose opinions will be respected by the church as a whole.



A HOT GAME OF CHESS DRAWS A GALLERY OF INTERESTED ONLOOKERS IN THE WESLEY FOUNDATION CENTER, UNIVERSITY OF WISCONSIN.

To further this articulate expression for youth, the Methodist Student Movement has student representatives appointed to the various boards of the Church. Thus students are becoming a vital part of the body of churchmen. The Methodist Student Movement is the organization that gives the student an opportunity to express his views along with the views of his elders on issues of great importance to the Church today.

Furthermore, the Methodist Student Movement serves *the need of training students in such a way that they may function intelligently both denominationally and interdenominationally.* Before this Movement came into existence, the student had

very little training that would prepare him for becoming a better churchman. The Methodist Student Movement not only trains the student in leadership so that he can occupy a place of responsibility in his local church, but it provides him with a training that places him in a position to take leadership, if called upon, in the expanding organization of his denomination as a whole. The training, however, does not stop with the bounds of his denomination. Through Interdenominational Student Conferences, local Christian Councils on the campus, and special sessions of students dealing with this subject of interdenominational work —through all of these channels, and more, in which the Methodist Student Movement has an active part—the student is trained in ways of co-operation with other church groups. Above all, the student is made conscious of the very increasing co-operation between the denominations that is necessary if the Christian community is to be the dynamic power in this world.

In the third place, the Methodist Student Movement serves *the need of giving the student information about human need and it also suggests to him methods of meeting this human need.* Studies of social action are a part of every student conference and a department of social action is set up in practically every local student organization. Thus students are made aware of the needs of those about them in this country and throughout the world, and through special social action groups they are afforded opportunity to take an active part in the alleviating of depressing conditions wherever they are found.

Of national importance in this sphere of social service is the newly developed Methodist Youth Caravan Movement. Each Caravan is a depu-

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tation team composed of college students and working for a period of one week in each of several local churches. Along with other areas of emphasis community service, in both its theoretical and its practical aspects, receives large attention.

Another outlet for such service is the Methodist work camp.

Of genuine need to the student is the development of a more ordered and disciplined Christian life. This the Methodist Student Movement has succeeded in emphasizing as important in the life of every student. At every student gathering—national, regional, or local—the importance of periods of prayer, meditation, and worship is emphasized. Departments are organized in each student group for the development of more effective habits of private devotion—the medium through which the more ordered and disciplined Christian life is achieved.

It is through these departments that students are brought together to build services of worship which meet their needs. Worship becomes a creative aspect of the student's life, thus something that has been needed in student and youth circles for many a day is now brought about through the Methodist Student Movement.

One of the most important needs served by this Movement is *the need of training the student in the gospel as co-operation.* If the Christian community is to make advancement to any great extent in the world, its people must act together. Up to the time of the Methodist Student Movement, there were few unifying forces to bring students together; however, now through this Movement, students are being trained to think together, to feel together, and to act together. In proportion as this need is met and as the younger generations of the Church are taught

the gospel as co-operation—just in that proportion will the Church of the future march forth to serve the urgent needs of this world with its members working hand in hand—thinking together, feeling together, and acting together for a common cause.

Regional Conference Proceedings Ready for Distribution

Just off the press is the volume of addresses and summarized discussions from the recent Conferences on Higher Education held in March and April, 1941. Under the title *Christian Education and the World Today*, which was the more or less closely adhered to theme of the respective Conferences, the volume in 226 pages presents a vigorous and comprehensive picture of the Church's total responsibilities in the field of Higher Education. (See Book Review Section for further description.)

Copies have been mailed free to all who were in attendance at the Conferences and, while the supply lasts, other copies may be had at 50 cents each by addressing The Board of Education, Division of Educational Institutions, 810 Broadway, Nashville, Tenn.

Students of Greensboro College (Greensboro, N. C.) had as honor guests conference and district officers of the Woman's Society of Christian Service of The Methodist Church during the first annual meeting of the organization in Greensboro, March 27.

Some Current Student Leadership in the Methodist Student Movement

Much could be said concerning the broadly representative personnel which makes up the Methodist Student Movement and concerning the rapidly developing program through which it trains potential Methodist leaders, both lay and clerical, in churchmanship. The Methodist Student Movement is open to all Methodist students and it includes in its active lists students with varied interests and aptitudes and with widely different vocational plans. Interestingly enough the matter of official leadership in the organization falls more often upon the shoulders of young laymen than upon those of ministerial students. Thus by practical experience strategic laymen as well as ministers of tomorrow's church are given training for the responsibilities that await them.

There follows a roll call, or "who's who," of this year's Presidents of state and sub-regional Methodist Student Conferences.

1. William M. (Bill) Pickard, Jr., Virginia

Bill Pickard is President of the Virginia Methodist Student Conference and of the Southeastern Student Leadership Training Conference at Lake Junaluska. He is a senior at Randolph-Macon College, Ashland, Virginia, is majoring in History and Government and plans to enter the ministry.

2. DeArmond Emory Canaday, South Carolina

DeArmond Canaday is President of the South Carolina Methodist Student Conference. He is a senior at the Citadel, Charleston, with English as his field of concentration. He served in Youth Caravan work in 1940 in West Virginia. He is active locally in religious work, serving as president of the Y.M.C.A. at Citadel, teacher in the church school at Asbury Church and Secretary of the Campus-Church Relations Committee.

3. Sam Gardner, Jr., Georgia

Sam Gardner is President of the Georgia Methodist Student Conference. He is a senior at Emory University, with American History as his major; he served with Emory's Summer Service Group in 1940; he is a member of the Emory Christian Association Executive Committee and is chairman of the Junior Board of Stewards of Glenn Memorial Church.

4. Lyman Hall Coker, Jr., Mississippi

Lyman Coker, President of the Mississippi Methodist Student Conference, is a senior at the University of Mississippi and claims Sociology as his major and Psychology as his minor. He is President of the local Wesley Foundation and is on the Executive Council of the Senior "Y."

5. Carson McReynolds, Kentucky

President of the Kentucky Methodist Student Conference is Carson McReynolds, a senior at Bowling Green Business University with Business Administration as her major. She was a Caravaner in 1940, has held various offices in local and Union Young People's organizations and has frequently represented her college officially at state and regional Student Conferences.

6. J. Roy Deming, Ohio

Roy Deming, President of the Ohio Methodist Student Conference, is a senior in the college of Education of Kent State University, Kent, Ohio, with Chemistry as his area of concentration. Roy was a Caravaner in 1941 and has served as Vice-president and also as President of the Kent Wesley Foundation; likewise, he served first as Vice-president, and more recently as President of the Ohio Council of Methodist Youth.

7. Ruth M. Drover, Illinois

A Home Economics junior at the University of Illinois, Urbana, in the person of Ruth M. Drover fills the office of President of the Illinois Methodist Student Conference. She is a member of the local Wesley Foundation Council and is Co-Chairman of the Wesley Foundation Sunday Night Fellowship.

8. Ralph Henard, Michigan

Ralph Henard, a senior in pre-theological work in Adrian College, at Adrian, Michigan, is President of the Michigan Methodist Student Conference. He has been Executive Treasurer of the Illinois Christian Youth Council and is now President of the Adrian College Christian Fellowship. He is also Student Pastor of Tipton Community Church.

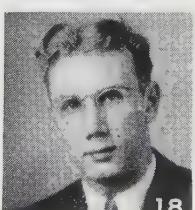
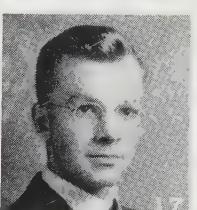
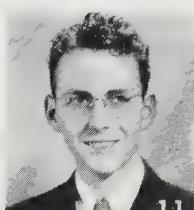
9. Margaret McNaught, Iowa

Margaret McNaught, President of the Iowa Methodist Student Conference, is unusual among college women in that she has chosen Mathematics as her field of specialization. She is a senior at Simpson College, Indianola, Iowa. In addition to her presidency of the state Student Conference, her service record, past and present, includes the secretaryship of the Iowa Methodist Student Movement, the vice-presidency of her regional Methodist Student Conference, and service as President of the Simpson Y.W.C.A. and of the local Church-College organization.

10. Homer F. W. Biesemeyer, Missouri

The Missouri Methodist Student Conference has drawn its President from Missouri University's School of Business and Public Administration and more specifically still from the Department of Accounting and Statistics. Homer Biesemeyer, now in his senior year, has served in a long list of offices in his local and district

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youth organizations, in his local Wesley Foundation and in the State Methodist Student Conference. Included among these offices are the various presidencies of the Epworth League and of the District League Federation, superintendency of youth work in his local church, presidency of the campus Methodist youth organization in a college attended earlier and secretary-treasurer of the Missouri Methodist Student Conference.

11. Charles Hall, Jr., Kansas

Charles Hall, Jr., a senior in Sociology at Kansas State College, Hays, Kansas, is President of the Kansas Methodist Student Conference. He has to his credit three years service on the National Council of Methodist Youth and is at present a youth member of the Central Kansas Conference Board of Education. He has served as President of the older Youth Division of the Central Kansas Conference Youth Institute, President of the Central Kansas Conference Youth Council and twice as President of the Central Kansas Older Youth Conference.

12. Robert Jewell, Arkansas

President of the Arkansas Methodist Student Conference is Robert Jewell, a Business Administration senior at Hendrix College, Conway, Arkansas. Robert is also President of the Hendrix College Christian Association and President of the local Wesley Foundation, an organization which has its headquarters in First Methodist Church, Conway, and which jointly serves the Hendrix campus and Methodist students from two other local colleges.

13. Herman Ging, Oklahoma

Herman Ging, President of the Oklahoma Methodist Student Conference, is a ministerial student with an English major. He is a senior at Northwestern State College, Alva, Oklahoma; is President of his District Epworth League Assembly and is, at present, serving a charge as Student Pastor in the West Oklahoma Conference.

14. Dorothy Burkhardt, Texas

Dorothy Burkhardt, senior at Texas Wesleyan College, Fort Worth, with a double major in Social Science and Religious Education, is President of the Texas Methodist Student Conference and brings to that office an experience in religious service which is unusually comprehensive and remarkably well-balanced. She "caravanned" in northwest Texas in 1939 and in south Georgia in 1940 and has held numerous offices both in local church Young People's work and in her campus religious organizations. During the summer of 1941 she was employed as director of Youth Work in First Church, Corsicana, Texas. Currently, in addition to her presidency of the Texas Methodist Student Conference, she is serving as Publicity Superintendent of the Central Texas Conference Methodist Youth Fellowship, Chairman of the Recreation Commission, in her college Methodist youth organization, Treasurer of the campus Y.W.C.A., and Chairman of Recreation in the Fort Worth Subdistrict Youth Fellowship.

15. Kenneth W. Roberts, Southern California

President of the Methodist Student Conference of Southern California is Kenneth Roberts, junior at Santa Barbara State College, Santa Barbara, California, with Education as his major and with a minor in Speech. Kenneth has served as Vice-president of the Wesley Club at Santa Barbara and in 1941 was President of the Methodist Student Leadership Training Conference of the Western Region at San Anselmo, California.

16. Margarita Irle, Pacific-Northwest

Margarita Irle, President of the Pacific-Northwest Methodist Student Conference, an area which embraces Washington, Oregon, and Northern California, is the daughter of missionaries in Chile and spent her childhood in South America. She is at present a senior in the College of Puget Sound, Tacoma, Washington, and is majoring in the Department of Speech while she carries a strong supporting minor in the field of Religious Education. Margarita served in Caravan Work the summer of 1941 and has had leadership experience in a wide range of religious activities, including chairmanship of the Tacoma-Seattle District Leisure Time Council, Co-Chairman of the Regional Y.M.-Y.W.C.A. organization, and Publicity Chairman for the San Anselmo Methodist Student Leadership Training Conference.

17. Eldon Whitesitt, Montana

Eldon Whitesitt, Sociology junior at Montana State University, Missoula, Montana, is President of the Montana Methodist Student Conference. Eldon is also President of the Wesley Foundation at Missoula, and is the holder of a local preacher's license.

18. Harvey Luitjens, Twin-Cities Area

Serving as President of the Twin-Cities Methodist Student Conference, a Conference which embraces the areas of North and South Dakota, Wisconsin and Minnesota, is Harvey Luitjens, a Social Science major at St. Cloud State Teachers College, St. Cloud, Minnesota. His service experience in religious work includes chairmanship of the local Wesley Foundation Program Committee and the vice-presidency and also, in another year, the presidency of the St. Cloud Wesley Foundation.

Other Presidents

Other Presidents of State Methodist Student Conference organizations, concerning whom personal data was not received in time for inclusion in this write-up are:

Alabama—Nancy McAdams, University of Alabama.
Florida—Richard Jones, University of Florida.
North Carolina—H. A. Scott, Jr., Duke University.
New England—Thomas Maurer, Boston University.
Arizona—Martha Hurley, University of Arizona.
Louisiana—Katherine Shaw, Louisiana State Normal College.

Youth Caravans and Next Steps in an Enlarged Summer Service Program

HARVEY C. BROWN *



Successful youth caravans open ways for an enlarged program of summer service. Not many things happening in The Methodist Church in recent decades are to be compared in importance with the youth caravan project. This adventure of high spiritual strategy on the part of the church represents the first serious attempt to train large numbers of youth in practical Christian Churchmanship. Few Christian leaders dreamed that there would be such an enthusiastic and intelligent response on the part of young people. Seeing them give weeks of their vacation periods in special training for service in local churches, seeing them pay out of small earnings for the privilege of going from community to community to share experiences with youth, reminds one of the early days of Christianity when the disciples went out two by two to tell the good news. A "caravaner" is one of the best illustrations of a Modern Evangel. The vigor, sincerity and robustness of modern youth characterizes every phase of this project. One would be compelled to travel far to find a more dramatic chapter in the history of American Christianity than the one enacted by the Caravan Movement during the last three years.

This is not the time nor place to recite the many thrilling and intimate stories connected with the three

summers work but a brief report of progress will interest all friends of Methodist youth. The enterprise was launched in 1939 on a very modest scale, fifteen teams going out into one hundred and twenty communities in sixteen states. In 1940 the number of teams were increased to fifty-seven. This summer Methodism had eighty-six teams serving more than six hundred local communities in thirty states. It has become a national project. This summer pastors, youth, and local church leaders were as enthusiastic about the possibilities of the project and its service to the church as those who served as hosts to the first teams that pioneered in the work in 1939. Approximately every vicinity served this summer has requested the return of a caravan next summer.

An Evaluation

If one were to enumerate the values several would deserve mention. First of all, the young people who comprise the caravan teams are, themselves, greatly enriched in their spiritual life. Literally hundreds look back upon those eight weeks as the richest out of a lifetime. "I cannot be the same again" is a frequent testimony. "The thrill of sharing one's experience with others who understand—youth serving youth—is something hard to ex-

* Associate Secretary, Department of Student Work, Board of Education.

plain" is reported over and over again. A leadership so captured and envisioned in early life will be of inestimable value to the church in the years to come.

Local communities have been equally impressed with the possibilities of caravan work for their membership. Adult leaders, in many instances, have gotten a vision of what young people can contribute to the program of the church. It's a new day when an adult centered church begins to open up opportunities for youth participation in all areas of its work. All agree now that the church has discovered what should have been a powerful resource for years, the "untapped reservoirs of personal leadership."

Other Activities

The work camp is another form of summer service activity for young people. Students accept such responsibility in larger numbers than others, one reason being their summer schedules are more flexible than youth with permanent employment. The National Council of Methodist Youth and the World Peace Commission announced two work camps during the summer. One was rural, at Adamsville, Ohio; the other, was industrial, at Dearborn, Michigan.

The work camp idea has stood the test as an educational enterprise. Properly directed, it becomes a situation where learning takes place. For years, church and extra-church agencies have made progress in this form of summer service activity. The time is ripe for a larger undertaking in this field. The high school age offers another opportunity for many creative service ventures.

The Methodist Church has co-operated with the Friends Service Committee in migrant camps, another area of summer service activity which is greatly needed in many

sections. It is now time for Methodism to plan a diversified summer service program which will meet needs in a number of life situations.

Suggested Next Steps in Summer Service Work

Methodism has faced an open door in the field of summer service. The success of the youth caravan project and the length to which the church may or may not go in this rather specialized area are phases of the problem which deserve careful evaluation on the basis of carefully collected data. Other Christian Service ventures, such as work camps, deputations from the Negro colleges to local churches in the Central Jurisdiction, migrant camps, and social service work in industrial areas must be intelligently appraised, enriched and continued with educational precision and Christian statesmanship.

It is the opinion of the writer that some next steps in a more comprehensive summer program would include the following:

First, a study of the scope of the field. This would entail a survey of all that Methodism is doing in summer service projects and an evaluation of each. We have ample data to facilitate this study.

Second, a statesmanlike program should be evolved for the church as a whole, based upon the present program and upon the needs discovered through the study.

Third, work out a plan which will co-ordinate all agencies working in this field, thus making possible a unified approach to colleges and universities in the matter of personnel enlistment; and to the field in the matter of setting up service projects.

We are in danger, as a church, of making a number of approaches to campuses and local church commu-

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nities. The plan of allocating certain tasks to specific agencies would seem advisable. (A case in point would be the assignment of caravan work to the Board of Education, etc., etc.)

Fourth, the need for a more diversified summer service program is obvious. Activities now under way do not exhaust the opportunities for service nor do they utilize all the leadership now available for creative service projects. In addition to caravans, Lisle Fellowship, work camps, migrant camps, social service in rural and industrial areas, and leadership training groups from Negro colleges to local churches, are other much needed areas of activity. Still others are Mission projects in language groups and in underprivileged areas; training leadership for boys' and girls' camps; specialized educational and social leadership using college young women for the duration of the summer; rural rehabilitation projects; peace education teas; work among labor in industrial areas; establishing co-operatives in rural and industrial areas; and utilization of Nationals and refugees in leadership activities.

Fifth, plan a summer's program which will utilize the available young persons of the church. Care should be exercised at the point of the demands being made on our potential leadership by the Government's Defense program and other agencies. In the youth field in normal times Methodism could engage a thousand young men and women for the summer in national, regional and local projects. In plotting personnel and activity curves, for a given period, such emergencies as National Defense, unemployment problems, etc., would have due consideration. A gigantic educational and religious program is possible in

The Methodist Church when its leadership envisions the needs and charts the course and when resources are provided commensurate with the need and the opportunity for realizing that need.

Mrs. Pfeiffer Gives Library to MacMurray College

In a fitting ceremony last commencement, before delegates from a number of colleges and universities throughout the United States Mrs. Henry Pfeiffer of New York City officially gave the Henry Pfeiffer Memorial Library to MacMurray



Left to right, President C. P. McCLELLAND of MacMurray College, MRS. HENRY PFEIFFER of New York City, donor of the new Henry Pfeiffer Memorial Library at MacMurray College, and REVEREND RAYMOND L. FOREMAN of Cleveland, Ohio, at the dedication of the new library at commencement at MacMurray College.

College, Jacksonville, Ill. The building was given by Mrs. Pfeiffer as a memorial to her late husband.

The library was built at the construction cost of approximately \$160,000. It will have an ultimate capacity of stack room for one hundred thousand books and will serve adequately the needs of a college larger than the present six hundred students who attend MacMurray College.

Presenting Our New Presidents

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**Bishop Arthur J. Moore,
Wesleyan College,
Macon, Ga.**

Wesleyan College, the world's first chartered college for women, will begin its 104th session September 15 with two new administra-

evangelist and later as church-wide evangelist. Before his election to the episcopacy of The Methodist Church, he served in churches at San Antonio, Texas, and Birmingham, Alabama. He was ordained a bishop in 1930 and for six years was in charge of foreign mission work of American Methodism. Bishop Moore is now president of the Board of Missions and Church Extension, president of the College of Bishops, and president of four annual conferences of The Methodist Church.

**Doctor Robert Lee Flowers,
Duke University,
Durham, North Carolina**

During half a century as teacher and administrator in Trinity College and in Duke University Doctor Robert L. Flowers, Duke's recently



BISHOP ARTHUR J. MOORE

tion heads—Bishop Arthur J. Moore, President; and the Rev. Silas Johnson, Vice-president.

The new president is well known as a church leader, evangelist, and foreign missions worker. A native of Waycross, Ga., he studied at Emory College, Oxford, Ga., and has been honored with the degree of Doctor of Divinity several times and the degree of Doctor of Laws five times.

He entered the ministry in 1909, serving as district and conference



DR. R. L. FLOWERS

elected President, has seen the small college to which he went in 1891 as instructor in electrical engineering, grow to one of the South's and the nation's foremost universities.

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Graduating from the United States Naval Academy in the spring of 1891, his connections with Trinity and Duke began the same fall and have been unbroken throughout the intervening years. He soon became professor of mathematics and later was appointed secretary of the college, taking over in 1923 the additional office of treasurer. It was not until in recent years, however, that the pressure of administrative duties forced him out of the classroom.

With the establishment of Duke University he was made vice-president and placed in charge of the business division of the institution, a post which he held until his recent elevation to the presidency. Since 1925 Doctor Flowers has been a member of the Board of Trustees of the Duke Endowment.

For many years Doctor Flowers has been an active steward of Duke Memorial Church in Durham. Since 1916 he has been a member of the Board of Education of the former Methodist Episcopal Church, South, and more recently of The Methodist Church. During the same period he has served on the North Carolina Conference Board of Education. As a member of several general conferences, he has become known as one of the most useful and distinguished laymen of the denomination.

Doctor Flowers is a member of many civic, fraternal and professional organizations and sits on numerous boards. He holds a Master of Arts degree from Trinity College and has been the recipient of several honorary degrees.

**Doctor Caleb F. Gates, Jr.,
University of Denver,
Denver, Colorado**

Doctor Caleb F. Gates, Jr., brings to his new task as President of the

University of Denver a varied and unusual experience. Born in Turkey, of missionary parents, his first sixteen years were spent in Turkey with extended summer travels over all of Europe. He came to America for the latter part of his second-



DR. CALEB F. GATES, JR.

ary school training, then entered Princeton University. He took his B.A. from there with highest honors in History and was immediately appointed Rhodes Scholar from New Jersey.

He entered Balliol College, Oxford, taking the B.A. and M.A. degrees from that institution. Back at Princeton a year of further graduate study followed.

He was active in athletics and other student activities throughout his high school, college, and university years. At Oxford he was President of the Mountaineering Club and mountain climbing continues to be his favorite hobby.

He taught in Robert College, Is-

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stanbul, Turkey, and after his graduate study in Princeton he became an instructor in history in that institution in 1933. Later he was appointed Assistant Dean, which position he held until his recent election to the presidency of the University of Denver.

**Doctor James P. Brawley,
Clark College,
Atlanta, Ga.**

James P. Brawley was born in Lockhart, Texas. He attended public school in Caldwell County, Texas through the seventh grade, en-



JAMES P. BRAWLEY

tered the eighth grade at Samuel Huston College and completed the high school course in the academy of that Institution in 1916 and completed the college course there in 1920, receiving the Bachelor of Arts degree. After finishing at Samuel Huston College two years were spent in Los Angeles, California, during

which time graduate work was pursued at the University of Southern California in the fields of English, Religion, and Sociology.

Following one year's teaching experience at Rust College, Holly Springs, Mississippi, he entered Northwestern University and pursued work in Religious Education and Education leading to the Master of Arts degree in 1925. After extensive work in college administration he returned to Evanston in 1939 for further study. The degree Doctor of Philosophy was conferred on him by Northwestern University, August 8, 1941.

In the fall of 1925 he began teaching Religious Education and Education at Clark College, Atlanta, Georgia. In 1926 he was made dean of the college, which position he held until March, 1941, at which time he was elected president.

During his connection with Clark College he has served on several commissions making studies of educational institutions under the control of the Board of Education of the Methodist Church, and also as a staff member of that Board he has served in the capacity of Educational Advisor to the Negro Institutions.

**Doctor Horace G. Smith,
Chicago Training School
(Affiliated with Garrett Biblical
Institute), Evanston, Illinois**

Coming as the latest of a series of moves which have progressively drawn Chicago Training School into a closer relationship with Garrett Biblical Institute Doctor Horace G. Smith, President of Garrett, was recently asked to become President also of the Training School.

Doctor Smith is one of Methodism's best known educators and needs no introduction to the read-

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ers of CHRISTIAN EDUCATION MAGAZINE. His academic training is represented by degrees from North-

Atlanta, came to New Orleans in February, 1932, to assume the superintendency of the then newly-



DR. HORACE G. SMITH

western University and from Garrett Biblical Institute and he holds honorary degrees from Northwestern University, Simpson College, and DePauw University.

After several years in the pastorate and as District Superintendent he became Professor of Preaching at Garrett Biblical Institute in 1927. In 1932 he was elected President of the Institution in which position he still serves. To the duties of this post are now added those of President of the Training School.

**Doctor Albert W. Dent,
Dillard University,
New Orleans, Louisiana**

President Albert W. Dent, a graduate of Morehouse College,



DR. A. W. DENT

opened Flint-Goodridge Hospital. With the opening of the University in 1935 he was appointed business manager of the University in addition to his duties at the hospital. Prior to his coming to New Orleans, he had served as branch office auditor for the Atlanta Life Insurance Company, and as vice-president of a real estate and construction company in Houston, Texas.

In 1928 he was recalled to his alma mater to organize the alumni of the school and to direct an endowment campaign for the raising of three hundred thousand dollars to match a like sum offered by the General Education Board. It was just after the successful completion of this campaign that he was asked to assume the post at Flint-Goodridge.

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Under Mr. Dent's supervision Flint-Goodridge has attracted national attention, particularly for its program in professional education, its public health activities and the penny-a-day hospital service plan. He is a fellow of the American College of Hospital Administrators, chairman of the National Conference of Hospital Administrators, and a member of the Board of Directors of the Southern Commission on Interracial Co-operation.

**Doctor Paul F. Douglass,
The American University,
Washington, D. C.**

Doctor Paul F. Douglass, a native of New York, received his Ph.D. degree in 1931 from the University of Cincinnati as a Taft Fel-



DR. PAUL F. DOUGLASS

low in Government and Public Law. He attended the University of Berlin, 1931-33, as a fellow in Economics and Jurisprudence. Subsequently he was admitted to the bar

and practiced in Vermont and Federal Courts. He is a member of the American Bar Association, the Vermont State Bar Association and the Rutland County Bar Association.

He became a member of the House of Representatives of the State of Vermont in 1937 and was re-elected in 1939. During his term as representative he served as chairman of the House Committee on Education. In 1941 he was elected to the Senate of the State of Vermont.

Prior to his admission to the bar Doctor Douglass had wide experience as a reporter and educational writer with the *Cincinnati Post* and *The Christian Science Monitor*. In 1932 he made a study of the organization of the press at the Disarmament Conference in Geneva, for the American Academy of Political and Social Science.

In 1935 he was elected a trustee of Green Mountain Junior College and became secretary of the trustee committee on reorganization and administration of the college.

Doctor Douglass is the author of a number of publications, chief among which are: *The Press as a Factor in International Relations*, 1932; *God Among the Germans*, 1935, University of Pennsylvania Press; and *The Story of German Methodism: Biography of an Immigrant Soul*, 1939, Methodist Book Concern.

**Doctor Lincoln B. Hale,
Evansville College,
Evansville, Indiana**

Doctor Lincoln B. Hale, who comes to the presidency of Evansville College from a year of service as acting president of the Institution, is a graduate of Yale University and a well known authority on counseling and guidance. He is

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the author of *From School to College*, Yale University Press, and was for three years freshman counselor and personnel director at Carleton College.

Delayed in his educational plans, first by family responsibilities, which early fell upon his youthful shoulders, and later by the First World War, he learned the machinist's trade and studied draftsmanship.



DR. LINCOLN B. HALE

He entered college, however, in 1923, and following his graduation spent three years as assistant director of the American Farm School at Anatolia, Greece. Returning to the United States, he re-entered Yale and received his Ph.D. degree from there in 1936.

He became dean of Evansville College in 1939, and acting president in 1940. In these positions he successfully launched the evening college program which in its first year enrolled more than 1,000 students for night classes. Under his ad-

ministration the regular college enrollment during the past year was the largest in the history of Evansville College.

Doctor Cluster Q. Smith, Oklahoma City University, Oklahoma City, Oklahoma

Not new to educational administration and even to the presidency is Doctor Cluster Q. Smith, Okla-



DR. CLUSTER Q. SMITH

homa City University's new head. While Doctor Smith comes to Oklahoma City from an immediate background of the District Superintendency he was prior to his appointment to the St. Louis District four years ago, the Vice-President of Southern Methodist University, Dallas, Texas. While in that office his responsibilities were mainly financial and he was instrumental in adding materially to the funds of the Institution.

Before going to S. M. U. Doctor Smith was President of McMurry

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College, Abilene, Texas, where, in a brief administration, he cleared away an embarrassing debt of fifty thousand dollars and added some important improvements.

Prior to his association with McMurry he had served as Financial Superintendent of the Methodist Hospital in Fort Worth and as Pastor and District Superintendent in the Central Texas Conference.

Doctor Smith holds a Bachelor of Arts degree from Southern Methodist University, having been a member of that Institution's first graduating class in 1916. He also holds a D.D. degree and has done several quarters of graduate study in some of the leading institutions of America.

**Doctor John Marvin Rast,
Lander College,
Greenwood, South Carolina**

In Doctor John Marvin Rast Lander College has a new President

whose varied experience embraces significant achievements in the fields of education, pastoral ministry and journalism. Beginning his career as an educator with four years of teaching in Emory University's junior college at Oxford, Georgia, Doctor Rast later joined the faculty of Wofford College, Spartanburg, South Carolina, and served in that connection from 1924 to 1927. In the latter year he joined the Upper South Carolina Annual Conference, where, during the next nine years, he served some of the strong churches of the Conference. In November, 1936, he became editor of the *Southern Christian Advocate* and has served in that relationship until his recent election as President of Lander College.

He took office at Lander on June 1 and his first official act was to deliver a farewell address to the graduating class on that day.

**Doctor Clarence A. Sutton,
Weatherford College,
Weatherford, Texas**

Dr. Clarence A. Sutton of Weatherford College, is a native of Tennessee. He received his undergraduate degree from East Texas State Teachers College, Commerce Texas; his B.D. degree from Westminster Theological Seminary, Westminster Maryland, and was recently honored with the degree of Doctor of Divinity from Adrian College, Adrian, Michigan.

Prior to entering the educational field in 1934 he served several years in the pastorate, his last pastorate being in Wilmington, Delaware.

For the past seven years he has been at the head of Westminster College, a school of the former Methodist Protestant Church located at Tehuacana Texas.



DR. JOHN MARVIN RAST



DR. C. A. SUTTON



DR. JAMES H. SWANN

**Dr. James H. Swann,
Martin College,
Pulaski, Tennessee**

James H. Swann, newly elected President of Martin College, Pulaski, Tennessee, is a native of Middle Tennessee, the area served by the college which he heads. Graduating from high school in his home town of Lebanon, he entered the State Teachers College at Murfreesboro and received the Bachelor of Science Degree from there in 1929.

Several years of teaching in the high school at Mt. Pleasant, Tennessee, followed before he went West to enter the graduate school of Leland Stanford University, Palo Alto, California. He received the Master of Arts Degree from that Institution in 1939 and worked for a year in the public school system of Murfreesboro, Tennessee.

In 1940 he became a candidate for the Ph.D. Degree in active residence in George Peabody College for

Teachers, Nashville, withdrawing in the summer of 1941 to assume the duties of his new office.

He is a member of Kappa Phi Kappa and Phi Delta Kappa, national honorary educational fraternities.

Doctor William Graham Echols, vigorous and aggressive director of the Wesley Foundation at the University of Alabama and also state director of the Methodist Student Movement in Alabama, recently delivered an address to the Alabama Press Association at its annual meeting. Speaking to the topic, "As the Church Views the Press," Doctor Echols urged newspapers to guard their reputation for truthfulness, to beware of suppressing or distorting news, to avoid fabrication of imaginary news, to refrain from playing upon the prejudices of their readers, and to guard against over-emphasizing crime and scandal.

Financial Service

FALL PLANS

The two college campaigns directed by the Board's Department of Financial Service last spring resulted very favorably for the institutions served and left both institutions desiring more of the same kind of assistance. While the collections have not all been received, about \$22,000 were pledged in the Lambuth College Campaign and over \$40,000 in the campaign for The American University. In both instances an unusually fine piece of educational work was done. Hosts of new friends for the institutions were made, and hundreds of volunteer workers developed.

The Department is offering four kinds of service for this fall:

1. Consultation Service—on all sorts of institutional financing—free. Letters to the Department will receive prompt replies.

2. Direction for campaigns, small or large. The Secretary of the Department has available more than 20 successful campaigners whose services can be provided at very reasonable cost. Among them are men now living in northern, southern, eastern, and western United States, with considerable acquaintance in the territories where they reside.

3. Teams to do all the soliciting required for raising either current expenses or capital funds. After a study of amounts needed in relation to constituencies and their degree of informed interest, an estimate of time required and cost of same will be cheerfully furnished.

4. Preparation of plans for fund raising, preparing the public and securing of preliminary gifts.

The Department has already scheduled two financial efforts for

the early fall. Some eight others are being contemplated.

Institutions interested in securing the services of this Department should communicate with Doctor H. W. McPherson, Executive Secretary of the Division of Educational Institutions, or Doctor Frank H. West, head of the Department of Financial Service, 810 Broadway, Nashville, Tennessee.

Committees representing the Chamber of Commerce of the United States and the American Association of School Administrators respectively are engaged in a program of co-operative effort looking to the focusing of public opinion and effort more effectively upon the solving of current educational problems. Objectives outlined by the two committees are as follows: (1) Removal of all grounds for the suspicion of the prevalence of subversive activities in the school systems; (2) Vitalizing of courses relating to the American form of government; (3) The encouragement of religion and moral training.

Florida Southern Lectures Now Available in Book Form

Lectures delivered at Florida Southern College during Florida Minister's Week in January by Dr. Shirley Jackson Case, professor of religion at the college, and by Bishop G. Bromley Oxnam, prominent Methodist clergyman of Boston, have now been published separately in book form, President Ludd M. Spivey announced today.

Endowment drive of Meharry College (Nashville, Tenn.) exceeded its local quota of \$15,835 by almost \$1,500, in the \$100,000 endowment drive, it was reported on Easter Sunday.

Book Reviews

A Person-Minded Ministry. By Richard Henry Edwards; Cokesbury Press, Nashville; 1940; 253 pages; \$2.

A Person-Minded Ministry is a valuable guide for those who eagerly seek to help people live at their best. It is the result of a long and fruitful experience in seeking to apply the methods of Jesus in helping individuals, while using modern psychology and educational skills.

At a time when mass movements and machine methods seek to submerge the individual and when many are tempted to lose sight of Christ's supreme value of persons, the content of Mr. Edwards' volume should be familiar to every student, worker, counselor, religious educational leader, and minister. The author presents rich, factual information in tangible fashion that will strengthen every minister's labors with the individual. The volume is a result of a series of lectures to ministers in a number of seminaries and pastors' schools throughout the nation.—*J. Richard Spann.*

Pastoral Psychology. By Karl Ruf Stoltz; Abingdon-Cokesbury, New York and Nashville; 1941; 284 pages; \$2.50.

This book, first issued in 1932, has been revised and considerably improved. It is primarily intended for the use of pastors who seek guidance in their work with individuals, and for those who are preparing for the Christian ministry.

Implications of mental hygiene and clinical psychology for the ministry of the pastor to individuals are brought out effectively. The conceptions of psychologists like Freud, Jung, and Adler are introduced to the average reader, and one will find that theories and practices which the results of experimentation and facts

of observation support have been appropriated from several schools of psychology. Dr. Stoltz cites many cases of various types of personality defects, conflicts, and adjustments which have pedagogical value, and he further draws valuable case material from pastors of mature judgment. The author does not attempt to invade the field of mental pathology and advises ministers to entrust such cases to the care of psychiatrists. He wisely presents only those types of personality problems with which the pastor of intelligence may cope with confidence.

The function of the "Christian religion as a personal experience with social consequences" is emphasized throughout the treatise, and many references to the use of religious motives, attitudes, and practices in developing or rehabilitating personality are made. According to Dr. Stoltz, so far from assuming that religion is a delusion and at best an opiate or an escape mechanism, he maintains that "it should be the central experience of the individual, an inspiring, organizing, and unifying experience, an experience grounded in the nature of the universe, supported by reason, and justified by its fruits and emotional satisfactions."

For the minister and counselor, this sound and thorough discussion of pastoral psychology brings together the viewpoints of scientific psychology and genuine Christian religion.—*Henry M. Johnson.*

Understanding Religion. By Bernard Iddings Bell; Morehouse-Gorham, New York; 1941; 249 pages; \$1.90. Student's Note Book; 80 pages; 50 cents.

This textbook was originally drawn up for the Committee on School Religion appointed by the Presiding Bishop of the Episcopal Church, for use of senior students in secondary schools and freshmen

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in colleges and tried out in several schools in 1940. After receiving valuable criticisms, the whole work was rewritten and is now presented for use by schools, colleges, and church groups.

The text is divided into two sections. Part I deals with questions related to *God*. Some of the chapters in this section are entitled: "What Is Religion?"; "Why Bother with Being Religious?"; "How Does Man Know What God Is Like?"; "How Does Man Come to Know Jesus?" and "The Holy Trinity in Unity." Part II deals with questions related to the *Church*, and surveys the work of the Church at home and abroad. The appendix contains several case studies in youth behavior, economic problems, and mortality.

The Student's Note Book, to be used in connection with the course, contains specific instructions for each chapter in the form of tests and questions.

The author is a priest in the Episcopal Church, and has made an attempt to avoid narrow sectarianism. Nevertheless, the book is primarily intended for use in Episcopal schools, and teachers of other denominational groups will find it difficult to use.—*Henry M. Johnson.*

Young Leaders in Action. By Isaac Kelley Beckes; Abingdon-Cokesbury, New York and Nashville; 1941; 216 pages; \$1.75.

It is always a difficult task to dramatize routine procedures without the resulting portrayal becoming artificial and ineffective but the author of *Young Leaders in Action* has succeeded to a remarkable degree. The book throughout has a ring of naturalness and the inconsistencies it contains are strikingly few.

The plot is inspiring for it is a detailed story of the growth of a young man from youthful indifference and ignorance concerning the Church and its work into full-fledged churchmanship and a devoted and intelligent sharing in adult responsibilities for the Church's ongoing program. Each chapter recounts the passing of one or more milestones in his progress.

The pastor is somewhat over-drawn and idealized more than a realistic portrayal would warrant but this does not constitute a serious drawback to the interest-gripping qualities of the story or to the effectiveness of the message.

The volume deals directly and concretely with basic attitudes and desirable habits. Confused theological concepts are cleverly clarified and the occasional camouflaged preachers are not offensive.

The volume is sound in its educational tenets, even to its discussion of the nature and importance of personal counseling in youth work. It contains numerous practical suggestions concerning youth programs, methods, administrative techniques and principles and concerning the financing of young people's work in the local church.

Not omitted either is the highly important subject of stewardship of life and of one's personal giving and financial relationship to the Church.

The deft treatment of the entire book is such as to add a pleasing emotional urge to the logic of sound principles. It should prove excellent and rewarding reading for all local church young people and adult workers with young people and for college students in their position of actual or potential leaders in the field of youth work in the Church.—*B. M. M.*

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How to Make Good in College.
By Randall B. Hamrick; Association Press; \$2.50.

This book covers its subject in detail. Here one finds out how to check his trunk, brush his hair, receive his diploma and get a job after it's all over. Chapter headings include How to Study, Budgeting Time, Using the Library, Body and Soul, Financial Aids, Summer Opportunities, Career. There is also a cluster of chapters that have value as a College Emily Post.

It is easy to read, written in short paragraphs with snappy headings, e.g., if you don't keep up with your studies you get into the doghouse, and the heading is, "Move Over, Fido."

The book is the work of one pen but the author has been wise in securing the assistance of experts to furnish factual data in various fields.

If one were captious he might say that minor matters receive an over-emphasis but still—college students are often deficient in minor matters. The book is worth reading and following.—*W. K. A.*

Psychology and Pastoral Work.
By Eric S. Waterhouse; Cokesbury Press, Nashville; 1940; 316 pages; \$2.50.

Eric S. Waterhouse has placed in debt to him the eager minister who makes use of his *Psychology and Pastoral Work*. This English author-teacher-minister richly supplements the American contribution of Mr. Edwards in *A Person-Minded Ministry*.

Out of rich experiences, he has helpfully hitched psychology and philosophy to the daily experiences of the minister who seeks to reach the individual and help him to be a power for righteousness in the Christian community.

Some major topics helpfully treat-

ed by Professor Waterhouse are "Understanding One's Flock," "Faith and Its Expression," "Religious Education of Children," "Conversion," "The Psychology of Scepticism," "Sermon Preparation and Delivery," "The Psychological Aspects of Mind Healing," "Psychology and the Sick Mind," and "The Future of the Church." This volume should be one of the required courses, it seems to me, for all young men entering the ministry.—*J. Richard Spann.*

Christian Education and the World Today. Addresses and Discussions in the Methodist Regional Conferences on Higher Education. 226 pages. Price, 50 cents.

This book, which will soon come from the press, is just what its title indicates. Its more than two hundred pages contain "in condensed form a report of, and much valuable material from, four Regional Conferences on Higher Education sponsored by the Division of Educational Institutions of the Board of Education of The Methodist Church." These Conferences were held in March and April of 1941, at Cleveland, Atlanta, St. Louis, and Stockton.

"Just another series of meetings; I'm not interested," some will say. But even a casual reading of the book will show that there was a studied and successful effort on the part of the sponsors to prevent this very thing.

Naturally, the entire book will not be of equal interest to all readers. Some will find the "key note addresses" most interesting and inspiring. Others will be more profited by the thorough and comprehensive addresses on the discussions of standardization and accreditation, though some of us may think that these questions can now be ade-

quately cared for by the several regional standardizing agencies of the country. Many others will be more particularly concerned in and helped by the splendid presentations of the Methodist Student Movement, or of the enrollment of Methodist students in Methodist Colleges, or of the ever present problem of a more adequate financial support of Church-related Colleges. And then there is pointed out the imperative need of an educational advance in all parts of our Church and many other live topics too numerous even to mention in this brief preview of a fifty-cent book which contains dollars' worth of interesting and helpful information.—*W. E. Hogan.*

Candles in the Wind. By Allan Knight Chalmers; Charles Scribner's Sons, New York; 1941; 224 pages; \$2.

The striking title of this book suggests the general theme which the author develops in challenging style that for these perilous days in which we are living "a candle in the wind is not enough" but that our faith must increasingly be placed in "the True Light which lighteth every man that cometh into the world."

Not often does one today read a book that is so positive and convincing in its affirmative note of faith in Christianity as a flame blown by the winds of evil but still burning brightly and shedding a clear light which can lead us out of the gloom and darkness of our age into the clear sunlight of God's glory.

The aim of the book, as stated by the author, is to produce the feeling of belief in "the True Light which lighteth every man that cometh into the world, so that from that confidence in the truth we see in Christ may come the compulsion to apply the light with intelligence and with

undiminished persistence." His aim is fully realized in that the reader who follows the development of his theme cannot help but feel that his faith in the Light of the World is not misplaced even in this "Dark Night of the Soul."

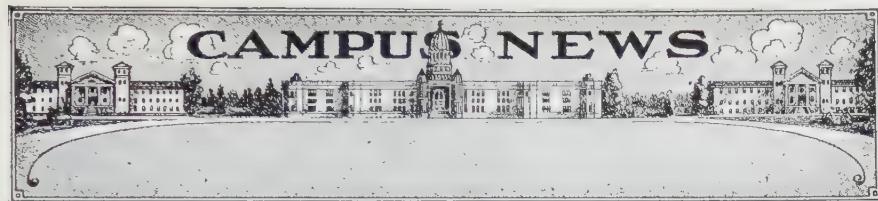
Those who seek a soft and easy way out of their problems of faith will not find it in this volume for the author stresses anew the elements of our Christianity which demand from its adherents sacrifice, self-abnegation and courage even in "a world that is going crazy with fear."

The book abounds with such disconcerting and probing statements as the following: "We are in more danger from the 'little faith' of the children of light than we are from all the demons of fact or fiction."

For those of us whose faith is being tested as never before this book will prove an invaluable help in its positive and affirmative note of triumphant faith. Especially should it prove most timely for ministers, educators and Christian leaders to whom hosts of doubtful and perplexed Christians are looking for guidance.—*John L. Ferguson.*

At the commencement exercises of Lon Morris College, Jacksonville, Texas, on May 26, 1941, Doctor W. G. Fletcher, pastor of the First Methodist Church at Athens, Texas, announced that Lon Morris College would shortly receive \$10,000 from the estate of the late Senator and Mrs. J. J. Faulk.

The *Michigan Christian Advocate* announces that it is changing its address from Detroit to Adrian, Michigan, and that it will be printed, hereafter, by the Adrian College Press, which is affiliated with Adrian College, Methodist school of that city.



Pfeiffer Benefactions Enrich Methodist Colleges

Richer by more than a million dollars are Methodism's institutions of learning, through the generosity of the Pfeiffer estate of New York City, and Mrs. Anna Pfeiffer.

Construction of a woman's dormitory to house 100 college girls of Union College, according to President Conway Boatman, will be a permanent reminder of the Pfeiffers' generosity.

A welcome addition to Gammon Theological Seminary's endowment fund, is the \$50,000 gift from the Pfeiffer Estate, according to President Willis J. King.

Recent gifts from the Pfeiffer estate include an addition of \$100,000 to the exchequer of Union College (Barbourville, Ky.) ; \$60,000 to the permanent funds of Baldwin-Wallace College (Berea, Ohio) ; and \$50,000 to Gammon Theological Seminary (Atlanta, Ga.). A complete list of the gifts are as follows:

Income from the \$60,000 gift to Baldwin-Wallace College, according to President Louis C. Wright, will be used chiefly in the fields of fine arts and religion and will also mark a forward step toward the achieving of the \$900,000 goal for the centennial funding program set for June, 1945.



MR. AND MRS. PFEIFFER

Baldwin-Wallace College, Berea, Ohio	\$ 100,000
Baxter Seminary, Baxter, Tennessee	77,500
Bennett College, Greensboro, North Carolina	100,000
Bethune-Cookman College, Daytona Beach, Florida	50,000
Clark College, Atlanta, Georgia	100,000
Dakota Wesleyan University, Mitchell, South Dakota	50,000
Gammon Theological Seminary, Atlanta, Georgia	50,000
Garrett Biblical Institute, Evanston Illinois	100,000
Illinois Wesleyan University, Bloomington, Illinois	55,000
Ohio Wesleyan University, Delaware, Ohio	30,000
Philander Smith College, Little Rock, Arkansas	50,000
Snead Junior College, Boaz, Alabama	150,000
Tennessee Wesleyan College, Athens, Tennessee	75,000
Union College, Barbourville, Kentucky	100,000
Total	\$1,087,500

Fourteen Millsaps Students Share Scholarship Honors

To nine universities this fall will go 14 Millsaps College graduates of last June, to take advantage of scholarships making possible graduate study in their chosen fields.

Owin Kilb, of Durant, will go to the University of Chicago on a scholarship offered to persons interested in college teaching as a career; while proficiency in astronomy will take Nelson Nail, of Jackson, to Harvard University.

A theological scholarship at Yale will take Roy Clark, of Columbia; and Eleanor Cobb, of Jackson, will go to Syracuse on scholarship to continue with her study of biology.

Emory University will attract Nat Rogers of New Albany, and J. S. Vandiver, Jr., of Jackson, to study social science; and Joel McDavid, Whistler, Ala.; Eugene Peacock, Mobile, Ala.; Jack Caldwell, Canton, Miss.; Leo Bailey, Vardaman, Miss., and David Watts, Jackson, Miss., to study in the School of Theology.

Three other students so honored are Charlotte Nichols, Jackson, Miss., with a biology scholarship at Vanderbilt; Leslie Addison, Jackson, graduate study at Tulane; and David Donald, of Goodman, Miss., whose scholarship takes him to the chemistry department of Duke University.

Florida Southern Expands Physical Education Program

Appointment of Sam W. Luce, Daytona Beach, to the Florida Southern College faculty as an instructor in physical education has been announced by President Ludd M. Spivey. Luce, a Southern graduate, was an assistant in the physical education department last year

when he taught tumbling, tennis, swimming, and assisted with other activity classes.

It will be recalled that Florida Southern was a pioneer several years ago in the discontinuance of intercollegiate football and in the substitution therefor of a well-rounded program of recreational activities and physical education designed to enlist the participation of every student.

MacMurray College Recipient of Large Gift

Shortly before commencement last spring President Clarence P. McClelland, of MacMurray College, Jacksonville, Ill., announced a gift to the endowment fund of two and a half million dollars from the college's greatest benefactor, Mr. James E. MacMurray, of California. This makes a total of four million, one hundred ninety-one thousand and thirty dollars which Mr. MacMurray has given the college for new buildings and endowment. During the past sixteen years the assets of the college have risen from one million one hundred thirty-five thousand dollars to five million nine hundred forty thousand five hundred and eighteen dollars.

Duke and Duchess of Windsor air-mailed good wishes for the success of the annual inter-fraternity ball of Northwestern University (Evanston, Ill.) on April 19, when Northwestern's pseudo royalty were scheduled to parade. Candidates for the royal revue were selected by the fraternities and sororities at Northwestern.

* * *

"I am persuaded that the vehicle of Christian unity is a discovery of the mission and message of the Bible."—Roy Keagy.

Newsy Odds and Ends

MAUD M. TURPIN

Making co-ed history with a new feminine "first." Miss Lois N. Wildes, of Melrose, will be the 1942 editor-in-chief of Boston University's eleven-year-old yearbook, "The Hub." She is the first woman student ever to achieve this signal honor.

* * *

A swank new honor society emblem to appear on Hendrix College campus, in Conway, Ark., when school opened was the pin of Blue Key national honor society, a chapter of which was recently granted. Eleven students and five members of the Hendrix faculty have been chosen members of the fraternity, which emphasizes service to the community.

* * *

An all-time high enrollment of 4,537 students was marked up at Southern Methodist University, Dallas, during the past year; and the valuation of the Institution's assets climbed to \$6,967,390.

* * *

A book full of baccalaureate sermons—that is the recent literary achievement of Adrian College's President Emeritus Harlan L. Freeman, whose new volume containing most of the sermons he delivered as head of Adrian College, recently came off the press.

* * *

Holder of a private airplane pilot's license before she learns to drive an automobile is the unique distinction of Miss Ann Housman, Dickinson College coed, who recently completed her student pilot training program at Dickinson College, Carlisle, Pa.

Melvin J. Williams, a Duke University Ph.D. of the June class, has been added to the faculty of Albion College (Albion, Mich.) as instructor in sociology.

* * *

Scarritt College (Nashville, Tenn.) claims to be a world thoroughfare; its student body last year included 10 nationals from 6 different countries and 44 other students who have lived and worked in 14 different countries. In addition Scarritt registered students from 35 states and 12 denominations.

* * *

In its first student-faculty debate, two Boston University students "talked back" to University faculty members without fear of consequences. Subject of debate: "Resolved that the nations of the Western Hemisphere should form a permanent Union." The professors upheld the affirmative side. According to reports, the student audience balked at giving a decision.

* * *

More than 1,000 young musicians from 134 high schools and colleges participated in Northeastern Ohio District Solo and Ensemble contest sponsored by the Ohio Music Association in conjunction with the Mt. Union College Conservatory of Music (Alliance, Ohio). Mt. Union's noted Madrigal Singers were hosts to the young contestants at a luncheon.

* * *

More than 300 high school seniors and guests from Michigan, Indiana, Ohio, and Illinois participated in the ninth annual "Meet the College" day sponsored by Albion College (Albion, Mich.).

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Mr. and Mrs. Erwin King, of Detroit, have given Adrian College (Adrian, Mich.) a \$2,500 revolving loan fund for ministerial students showing special promise.

* * *

Dr. H. W. McPherson, executive secretary of the Division of Educational Institutions, Methodist Board of Education, delivered the commencement address for Union College (Barbourville, Ky.), and E. Stanley Jones, the world's most noted missionary, preached the baccalaureate sermon.

* * *

Conducting its first annual conference on vocational and educational problems for secondary school students, Boston University faculty members discussed with parents and high school students from every section of eastern Massachusetts, problems of choosing a vocation and financial problems of going to college, under the general theme, "After High School, What?"

* * *

More than 100 Methodist high school students from 20 Wisconsin towns attended the annual spring parley at Madison, Wis., sponsored by the Wesley Foundation of Wisconsin.

* * *

"Move-Up Day" is a traditional ceremonial featured by Boston University's Sargent College of Physical Education to celebrate advancement to the next college class. Colorful and symbolic ceremonies include the march of the seniors through the arch of swords and the throwing of corsages to juniors by seniors.

* * *

Dr. Edgar A. Love, superintendent of the Negro Department, Methodist Board of Missions and Church Extension, was guest speaker at Wiley College (Tyler, Tex.) and director of the ten-day institute

which had an enrollment of 75 ministers from points in Louisiana and Texas.

* * *

Breaking into the defense program, Duke University this summer offered a new and different course in the College of Engineering, as they presented an eight-weeks course in the chemistry of explosives in co-operation with the United States Office of Education. Forty students, selected from a group with required technical training, were enrolled.

* * *

Making the educational Who's Who are five members of the faculty of Dakota Wesleyan University (Mitchell, S. Dak.), whose names are listed in the second edition of "Leaders in Education," a Who's Who in education compiled by the editors of *School and Society*. Included are: Dr. J. H. Edge, president; Dr. M. D. Smith, dean and professor of education; Katherine Druse, dean of women; Dr. M. A. Chase, registrar and professor of philosophy and religion; and Dr. Alice Brethorst, associate professor of education.

* * *

Bigger than many a small city is Boston University (Boston, Mass.), a recent census reveals, for last year's campus population was 12,697 students, according to President Daniel L. Marsh. Topping the eleven schools in student population, was the college of business administration, with 3,419; while pushing the leader, with a total of 3,109 students was the school of education.

* * *

A ten-week summer course in elementary engineering was given at Dickinson College (Carlisle, Pa.) as part of the Federal Government's defense training program.

Christian Education Magazine

Garber Heads Duke University Divinity School

Taking office this fall as dean of the Divinity School of Duke University Doctor Paul Neff Garber succeeds Doctor Elbert Russell, who, last spring, asked to be released from his administrative duties in order that he might give more time to teaching, preaching, and research.

Doctor Garber has been connected with the Duke School of Religion since its organization in 1926, serving as professor of church history and as registrar. He is a native of Virginia and his academic training was secured at Bridgewater College, Crozer Theological Seminary, and the University of Pennsylvania. He came to the faculty of Trinity College, forerunner of Duke University, in 1924.

Doctor Garber is well known throughout Methodism as the author of a number of books relating to church history. He is recognized as one of the leading authorities in that field. Two of his works, *The Legal and Historical Aspects of the Plan of Unification* (1938), and *The Methodists Are One People* (1939), are credited with having played an important part in the successful consummation of the union of the three major branches of American Methodism.

Doctor Garber was a member of the Uniting Conference in Kansas City and of the first General Conference of The Methodist Church held in Atlantic City.

Doctor Russell will continue his relationship with the School of Religion as dean emeritus and professor of biblical interpretation and as one of the University Chapel preachers.

Students Heed Caravans' Call

From more than one hundred and fifty campuses upward of three hundred and fifty students came trekking during the month of June to the six Caravan training centers. From the training centers, three east of the Mississippi and three west, eighty-six Caravans, each composed of four young people and an adult counselor, moved out after a week of training upon itineraries seven weeks in length. During these seven weeks' periods of service each Caravan served for one week in each of seven local churches, seeking primarily to undergird and improve the youth program in that church.

Included in the one hundred and fifty institutions providing Caravanners this year were such widely separated schools as Boston University and University of California, Los Angeles Branch; College of Puget Sound, Tacoma, Washington; and Florida Southern College, Lakeland, Florida.

Among the colleges and universities furnishing the largest groups of Caravanners this year were the following: Emory University with 10 students; Millsaps College with 10; Southern Methodist University, 9; Southwestern University, Georgetown, Tex., 8; Alabama Polytechnic Institute, 8; Texas Technological College, 7; Emory and Henry College, 7.

It will be recalled that in 1940 Emory led with 15 students in Caravan service and that Texas Wesleyan College was runner-up with 12 students serving as Caravanners.

The self-help plan recently put into operation at Adrian College, Adrian, Mich., was featured in a lengthy and pleasing article in the April, 1941, issue of *Motor News*, official publication of the American Automobile Association.

Christian Education Magazine

Methodist Youth Makes History

As this issue of the CHRISTIAN EDUCATION MAGAZINE goes to press, Methodist youth history is in the making.

For the first meeting of the National Conference of the Methodist Youth Fellowship is assembling approximately 125 young people in Baldwin, Kansas, August 29 to September 2, and the first emphases of a national program will be launched.

Not to be measured by numbers is this momentous gathering, for while this initial conference numbers its delegates only by the scores, the scope of the gathering is as wide as united Methodism, and the meeting itself sets the final seal of union on the youth of three Methodist denominations banded together.

Selection of a secretary will be a major event of the three-day conference, which is called by the General Conference Youth Commission; and a democratic flavor will remind the delegated body that the meeting is conducted "of, for, and by youth."

The new body now in process of organization is representative of all phases of the Church's youth program, including in its delegated membership the presidents of annual conference youth organizations, and the presidents of state and regional student organizations.

Miss Dorothy Kline, music school senior, DePauw University (Greencastle, Ind.) has been awarded the \$1,250 given anonymously each year to an outstanding senior for graduate study. She is the first music school student and the first co-ed to receive the award. She will use the fund for organ study in the Eastman School of Music at Rochester, N. Y.

Committee Plans January Meeting of Association

Scheduled to meet in Chicago on September 2 members of the Program Committee of the Association of Schools and Colleges of The Methodist Church are, as we go to press, organizing their own program ideas and assembling suggestions from others with a view to building a program which shall contain a stimulating and constructive series of addresses and discussions for the consideration and participation of the school men who shall be in attendance at the January meeting.

This meeting will be held in Cleveland, Ohio, at Hotel Cleveland, on January 5-6, 1942. A more extended announcement of program plans and content will appear in the November - December CHRISTIAN EDUCATION MAGAZINE.

Doctor Mims Thornburgh Workman, member of the St. Louis Conference and a poet of some note, has recently established at Hendrix College, his alma mater, a poetry award in honor of Charles Jerome Greene, long-time member of the Hendrix faculty. In speaking of Doctor Greene, Doctor Workman paid him a high tribute, stating that it was Doctor Greene, who, in 1911 when Workman was a freshman in Hendrix, awoke within his mind and soul an appreciation of Robert Browning. Doctor Workman attributes his own efforts in the field of poetry to the inspiration of Doctor Greene.

The award was won in 1941, its first year, by Kermyt Roebuck, of Little Rock.

Dedication of the new Hamline University Union (St. Paul, Minn.) took place recently during a meeting of the University's board of trustees.

My Creed

(Editor's Note: The American College Publicity Association has recently distributed to its members an artistically printed copy of the Creed of the organization. Because of its significance to college administrators, public relations men, and all who bear an official relationship to educational institutions its content is printed below.)

I Am an Interpreter

My function is to present through all possible media the aims, policies, and contributions of higher education, which I believe to be a keystone of the American way of life and a sacred trust to be safeguarded for unborn generations.

I Have a Responsibility

All of my efforts as an interpreter must be weighed carefully with concern for their effect upon higher education, my own institution, the media I employ, and the general public.

I Must Be Honest

Misrepresentation or overemphasis is unfair, not only to my own institution, but to other institutions and to the ideals and purposes of higher education.

I Must Have Dignity

It is my duty to maintain at all times a dignity consistent with the high ideals of my profession, a profession which demands intelligence, training, honesty, accuracy, and imagination.

I Have a Goal

I believe that my work can and shall help to create a more universal understanding of higher education's part in shaping a better world.

I Am an Interpreter of Higher Education
American College Publicity Association

